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1. This tool is great because it allows students to organize information, such as cause and effect factors into a map that is visually presented. Students can store previously known information and combine it with new information that is relevant to the topic at hand. Simultaneously, this will help students who are visual learners to collect and store facts. This tool creates skills such as hypothesizing, critically thinking and investigating, while collaborating with other classmates.
2. I added inexperienced drivers to the map. I added it because in some cases, the reason why traffic jams may occur is because the driver has not learned how to properly drive in certain situations, and the inability of not having knowledge in how to maneuver on a street can slow things down on the road. I added this factor by creating a new factor, adding it and the description and then clicking the tab, add new relation.
3. There are six steps in setting up the Seeing Reason Tool. First, the class must discuss a working definition in which the project will be centered around. Second, the class identifies the factors and the reasons why the problem occurs, this stage involves collaborate work in exploring facts, variables, and previous knowledge. Next, students must place cause and effect factors on the map connecting them with arrows, by conveying how it’s related to the problem. Rethinking and understanding is when students test their findings and ideas. Collecting data, researching, and making observations is done at this point. The last two stages are drawing conclusions and analyzing the results.
4. I would love to teach a lesson on neighborhood diversity. This type of lesson will explore the causes and effects to why a community changes, and would focus on the economic, social, and political factors that have resulted in the changes. This type of lesson would be vital in areas such as Mississippi, Alberta, and Interstate, which are located in the metro Portland areas. These communities have drastically changed because of gentrification. I think this lesson in Spanish would foster engagement because it’s exploring the neighborhoods in which the student community lives in. Vocabulary, and concepts would be vital for this lesson.
5. How to properly argue in a respectable manner will lead students into thinking independently and thinking outside of the ordinary box. Questions are formulated for thinking critically, and not at finding the correct answer. When students use this tool, they are constantly explaining and exerting new claims, so that their point can be explained, and or understood. The back and forth discussion can help in answering others questions and also expand on their claims
6. Because there are several layers to this project, it would behoove the teacher to assign sections. Meaning, little by little the project gets done by setting due dates for each component. The teacher would create a clear and concise rubric that guides students in achieving each task. When this is done, students can have a better chance at micromanaging their time, and completing assignments on time.

7. Initially, the teacher must develop the project in the Showing Evidence Tool. This is where the name, the description and questions regarding the project are posted. A list of resources, websites, magazines and books are apart of Creating Clarifying and Rating Evidence. Creating One More Claim is done after the students gain enough evidence, and with or without the teacher’s guide, students can begin to create a claim. Linking evidence to the claim is done next in the Does Evidence Support Claim stage. The evidence resides in the Evidence Bin, where it is neither positive nor negative, but neutral. Rating The Claim is the most interactive component. This is when students attach evidence to the claim and rate is using a one to five scale, one meaning the least untrue based on the quality of the evidence. Lastly, the entire group participates in the review and Assessing Process, which includes written comments from both teacher and team members.

8. “ What is Freedom” would be a great project for Spanish 3-4 or 5-6. Students. In this project, we could explore the cause and effects of the Mexican Revolution, the aftermath, and the benefits, if any. This would include the Key people, and the places. Within the project, we could learn history, while simultaneously learning ideas concerning the revolution of our sister country Mexico.